

**Fire and Emergency Services Instructor 1**



**SYLLABUS**

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| Course Title: | **Fire and Emergency Services Instructor** |
| Course Number: |  |
| Prerequisite Coursework: | None |
| Course Date(s): | Open Enrollment |
| Classroom Location: | Blended Learning Online |
| Instructor: | Virginia McMichael |
| Office Hours: | Monday – Friday | 9:00 a.m. to 4:30 p.m. |
| Instructor Email: | Virginia.Mcmichael@alaska.gov |
|  | 907-351-6345 |
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# Academic Information



**Course Description:**

This course will provide first responders with basic knowledge to prepare and deliver modern training programs. This course is a blended class; meaning the course is comprised of both in-class and online assignments and lectures. Regular internet access is required to be able to complete the online component of this course. This course meets NFPA 1041 Standard, 2019 Edition.

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| **Optional Course Materials** |  |
| Navigate 2 Premier Access Fire and Emergency Service Instructor, Third Edition. | |
| Chapters 1 through 8 |  |

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| **Required Text** |
| *Fire and Emergency Services Instructor: Principles and Practice, Third Edition,* Jones and Bartlett, ISBN:9781284172331  **Required Online Access**  Navigate 2 Advantage Access Fire and Emergency Service Instructor, Third Edition |

**Learning Methods:** This course will employ a combination of reading assignments, online lectures and online/in-person presentations, each assisting students to develop, synthesize, and apply learned skills in analytical reasoning and critical and intellectual thinking about the roles and responsibilities of the Fire and Emergency Services Instructor Level 1.

# Course Requirements by Assignment/Weight:

All must be complete prior to successful completion of the course.

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| **Student Learning Outcomes Table** | | | |
| **Learning Outcome** | **Student Requirement** | **Assignment** | **Assessment** |
| Upon completion of this course the student will… | What students will do… |  | Points available |
| Demonstrate knowledge through course assignment completion. | **Assignments.** Students will be required to complete all course assignments. | Online completed Assignments. | 8 Assignments. (10 pts each) |
| Demonstrate competency through testing. | **Quizzes.** Multiple choice. | Quizzes | 8 Quizzes. (10 pts each) |
|  | **Final Exam** | Final Exam | 100 question exam (100 pts)  (Must pass with a minimum of 70%) |
| Critically analyze and apply the JPRs required for NFPA 1041. | **Skills*.*** Students will complete the 5 JPRs of NFPA 1041 | Skills sheet preparation | (10 pts each)  (Must pass with a minimum of 100%) |
| Student Evaluation | **Complete course eval** |  | (10 pts) |
|  | Must complete all assignments. | Minimum Score 70% (100% Skills) | Total maximum score 100% (320 pts) |



# Student Learning Outcomes

The student will learn general knowledge of today’s fire and emergency services, the learning process, methods of instruction, communication skills, using lesson plans, technology in training, training safety, and evaluating the process.

**Enabling Objectives:** Given the information from discussion and reading materials, the student will perform the following objectives to a written test and presentation accuracy of at least 70% combined and meet the applicable job performance requirements of NFPA 1041 (2019)



# ****Chapter 1 Today’s Fire and Emergency Services Instructor****

### Learning Objective:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Define the roles and responsibilities of the Fire and Emergency Services Instructor I. (NFPA 1041: 4.1.1, pp 6–7)
* Identify the physical elements of the learning environment. (NFPA 1041: 4.4.2, pp 11–12)
* Explain the importance of succession planning for the instructor. (pp 13–14)
* Identify issues of ethics for the instructor. (p 15)
* Explain the importance of continuing learning for the instructor. (p 15)
* Describe how laws and standards apply to the instructor. (pp 17–21)
* Explain the importance of proper recordkeeping. (NFPA 1041: 4.2.5, pp 16–17)
* Identify three methods instructors can use to manage multiple priorities. (pp 21–23)
* Identify professional organizations that will help in the professional development of the instructor. (pp 24–25)
* Identify and discuss the value and importance of coaching and mentoring the next generation of instructors. (p 29)

# 4.2.5 Requisite Skills. Report writing and record completion.

# 4.4.2(B) Requisite Skills. Use of instructional media and teaching aids.



# Chapter 2 The Learning Process

### Learning Objective:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Define learner characteristics and explain their significance for instructors. (NFPA 1041: 4.3.2, p 39)
* Identify generational groups and explain general characteristics of each group. (NFPA 1041: 4.4.3, pp 41–45)
* Describe the six basic principles or “laws” of learning. (NFPA 1041: 4.4.3, p 45)
* Identify methods individuals can use for classroom learning, personal study, and test preparation. (pp 47–48)
* Relate human needs to the instructional environment and process. (pp 48–50)
* Identify the three domains of learning. (p 39; 50–51)
* Define student-centered learning. (p 53)
* Describe common categories of learning disabilities and methods to enhance and adapt instructional techniques to meet the needs of individuals with learning disabilities. (NFPA 1041: 4.4.4, pp 62–63)

# 4.3.2 Requisite Skills. Analysis of resources, facilities, and materials

# 4.4.3 Requisite Skills. Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.



# 4.4.4 Requisite Skills. Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.

# ****Chapter 3 Methods of Instruction****

### Learning Objective:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Describe methods of instruction typically used in adult and fire service education. (NFPA 1041: 4.4.3, pp 75–77)
* Describe the four-step method of instruction. (pp 77–78)
* Explain how distance learning can enhance instruction. (NFPA 1041: 4.4.3, pp 78–79)
* Describe communication techniques that will improve your presentation. (NFPA 1041: 4.4.3, pp 79–82)
* Explain methods for controlling the physical learning environment. (NFPA 1041: 4.3.2, pp 82–84)
* Describe how to create a learning environment that facilitates the learning process. (NFPA 1041: 4.4.2, pp 85–92)
* Identify issues unique to outdoor learning environments and explain how to address them. (NFPA 1041: 4.3.2, pp 89–92)
* Identify considerations when arranging learning environments for testing functions. (NFPA 1041: 4.3.2, p 89)
* Describe the effect of demographics on the learning environment. (NFPA 1041: 4.4.3, pp 93–94)

4.3.2 Requisite Skills.  
Analysis of resources, facilities, and materials.

4.4.2 Requisite Skills.  
Use of instructional media and teaching aids.

4.4.3 Requisite Skills.  
Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.



**Chapter 4 Communication Skills**

### Learning Objective:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Identify and describe the elements of the communication process. (NFPA 1041: 4.4.3, p 103)
* Compare and describe the different types and styles of communication. (pp 104–107)
* Describe communication techniques that will improve your presentation. (NFPA 1041: 4.4.3, pp 104–108)

4.4.3 Requisite Skills.  
Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.



**Chapter 5 Using Lesson Plans**

### Learning Objectives:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Identify and describe the components of learning objectives. (NFPA 1041: 4.3.3, p 124)
* Describe the parts of a lesson plan. (NFPA 1041: 4.3.2, 4.4.3, pp 126–128)
* Describe the instructional preparation process. (NFPA 1041: 4.2.2, 4.2.3, 4.3.2, 4.3.3, pp 130–131)
* Describe the lesson plan adaptation process and limits for the Fire and Emergency Services Instructor I. (NFPA 1041: 4.3.1, 4.3.3, pp 131–134)
* Identify the factors to consider when scheduling a training session. (NFPA 1041: 4.2.4, pp 130–131)



**Chapter 6 Technology in Training**

### Learning Objective:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Describe the types of multimedia tools available for the fire and emergency services instructor. (NFPA 1041: 4.3.3, 4.4.2, pp 145–150)
* Describe the advantages and limitations of audiovisual equipment and other teaching aids. (NFPA 1041: 4.4.2, pp 142–151)
* Describe how to use multimedia tools. (NFPA 1041: 4.4.5, pp 145–151)
* Describe when to use multimedia tools in a presentation. (NFPA 1041: 4.4.2, pp 145–151)
* Describe how to maintain instructional technology tools. (NFPA 1041: 4.4.5, p 151)



**Chapter 7 Training Safety**

### Learning Objective: After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Discuss the relationship between training and fire fighter safety. (pp 160–161)
* Identify the life safety initiatives that relate to training activities. (p 161)
* Describe how to ensure safety in the learning environment. (NFPA 1041: 4.4.2, 4.4.5, pp 162–163)
* Describe how to promote and teach safety by example. (p 162)
* Describe the laws and standards pertaining to safety during live fire training. (pp 170–171)
* Discuss how to develop safety as part of your department’s culture. (pp 171–172)
* Identify the legal considerations surrounding training safety. (NFPA 1041: 4.4.2, pp 172–175)



**Chapter 8 Evaluating the Learning Process**

### Learning Objective:

After studying this chapter, participating in a structured learning environment, and completing assigned assessments, you will be able to:

* Explain the reasons for conducting evaluations of learning. (NFPA 1041: 4.5.1, p 185)
* Describe the legal considerations for testing. (NFPA 1041: 4.5.2, p 185)
* Describe standard testing procedures. (NFPA 1041: 4.5.2, p 186)
* Describe common test administration procedures. (NFPA 1041: 4.5.2, pp 186–187)
* Identify considerations for maintaining test security. (NFPA 1041: 4.5.2, pp 186–192)
* Describe the methods used to grade evaluations. (NFPA 1041: 4.5.3, p 192)
* Explain the purpose of feedback. (NFPA 1041: 4.5.5, p 193)
* Identify the information that should be provided to students about their performance on evaluations. (NFPA 1041: 4.5.5, p 193)
* Explain the reasons that accurate reporting of evaluations is important. (NFPA 1041: 4.5.4, pp 192–193



**Attendance Policy:** Students are expected to complete a minimum of **40** hours. Contact the Instructor if an absence is anticipated. Absence does not relieve the student from fulfilling the course requirements.

**Withdrawals:** To withdraw from a course after course enrollment, students must submit a formal letter and notify, in writing, the Instructor immediately.

**Incomplete Grades:** An incomplete grade may only be given to a student who has been attending class on a regular basis and promptly submitting assignments and quizzes unless otherwise noted in **Withdrawals**. It is the sole responsibility of the student to arrange with the Instructor for satisfactory completion of course requirements.

**Assignments:** All assignments must be completed to pass this course. Students will not receive a

passing grade without turning *all* assignments.

**Quizzes:** Due prior to advancing to the next learning Chapter. All quizzes must be completed prior to completing this course.

**Practical Applications:** To meet the JPRs of NFPA 1041, skills must be completed as arranged with the course Instructor by the completion of the class.

**Learning Quality and Outcomes:** All students will be expected to pass each course with a minimum of **70%.** Failure to achieve a minimum completion score of 70% will result in failure of the course.

**Academic Dishonesty Policy:** Cheating is defined as the attempt to deceive, elude, or deprive something expected. Plagiarism is defined as an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, by not crediting the original author. A failing grade will be given for the specific assignment and/or for the course, depending on the magnitude of work plagiarized.

**Make-ups/Late Work:** The student must complete all assignments, quizzes, and skills in this course before receiving a passing grade.

**Communications Policy:** Students are required to communicate through their registered e-mail address. Any new email from the Instructor will be sent to your registered email address. You should check your email at least **once a day**. All emails will be acknowledged within **48 hours**.

**Americans with Disabilities Act:** The organization will comply with all laws/regulations provided under the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. This policy includes the design and delivery of online courses so that the access to a curriculum of learning for the disabled student is reasonably equivalent to that which is provided for the non-disabled student.

To be eligible for disability-related services, students must provide documentation of the disability as defined by the Americans with Disabilities Act (ADA) and Section of the Rehabilitation Act of 1973. Students must request assistance through email to: [dps.bfast@alaska.gov](mailto:dps.bfast@alaska.gov)



**Certificates/Receipts/Grades:** At the completion of each course “in-class”, the student will be provided a hard copy of their certificate of completion, as well as a receipt and a copy of their overall grade for the course. At the completion of each “online” course, students will receive a copy of their certificate within the course platform or by way of email within 30 days of completing the class. (Exception: Some courses require projects that will be required after classroom sessions have ended. Once the project has been submitted to the instructor and graded, the student will be notified by email of their grade and the certificate will be mailed.)

**Software and Hardware Requirements:** You should have a PC, Pentium or greater processor (2000, XP, Vista, Windows 7) or, Macintosh Power PC G3 Processor or greater. You should also have a reliable high-speed connection to the Internet (DSL, Cable Modem), a reliable printer, speakers, or headphones. You will also be required to use Microsoft (2010 or newer) Word, PowerPoint, and Excel. In general, your computer should have one of the following internet browsers:

* + Internet Explorer 7.0 (minimum)
  + Firefox (Mozilla) 1.5 (minimum)
  + Google Chrome 8.0 (minimum) *Recommended*

We highly recommend using a high-speed (broadband) connection to access your course.

Although not all courses use the same software, we recommend that you have access to the following applications:

* Microsoft Office Suite Software (Contact your Professor/Instructor for discounted rates)
* Adobe Acrobat Reader for reading PDF files (<http://getadobe.com/reader)>Free
* Adobe Flash Player for viewing flash videos (<http://get.adobe.com/flashplayer/)>Free
* Windows Media Player for viewing videos (<http://windows.microsoft.com/en-> US/windows/downloads/windows-media-player) Free
* YouTube
* ZOOM

Mobile Devices:

* At a minimum, Apple devices running iOS 8.0; compatible with iPhone 6 and 6Plus, iPad 2 or greater and iPod touch (3rd and 4th generation recommended)
* Android™ devices running Android 2.2 or later with Adobe AIR® 2.7 or later for Android; compatible with HTC EVO 4G, HTC Flyer, Motorola Atrix, Motorola Droid X, Motorola Xoom, and Samsung Galaxy Tab (7-inch) and Samsung Galaxy Tab 10.1

**Technical Assistance:** If you have problems with **logging in with your password and/or username,**

contact your Instructor immediately.

\* The instructor reserves the right to adjust the schedule as needed.

# Course Outline/Class Schedule

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| **CHAPTER** | **CHAPTER ASSIGNMENTS** | **LEARNING RESOURCES (LR)** | **STUDENT REQUIREMENTS** |
| **Introduction**  1/9, 1800 online | Course Syllabus |  | J&B online access  Complete Student Profile |
| **Chapter 1**  1/8-15  Today’s Fire and Emergency Services Instructor | Chapter 1 Overview  Chapter 1 Reading  Chapter 1 Presentation Slides  Chapter 1 Assignments  Chapter 1 Quiz | How to make your 1st YouTube video  <https://www.youtube.com/watch?v=sUjoDA0fx8s>  How to upload a video  <https://www.youtube.com/watch?v=tmeYw4OKrfE> | Chapter 1 Training Bulletin  Complete Chapter 1 quiz  5 Minute Introduction video (Due 1/12) |
| **Chapter 2**  1/8-15  The Learning Process | Chapter 2 Overview  Chapter 2 Reading  Chapter 2 Presentation Slides Chapter 2 Assignments  Chapter 2 Skills  Chapter 2 Quiz | <https://www.firehouse.com/operations-training/article/12036315/what-makes-a-good-fire-instructor> | Chapter 2 Training Bulletin  Complete Chapter 2 quiz |
| **Chapter 3**  1/15-22  Methods of Instruction | Chapter 3 Overview  Chapter 3 Reading  Chapter 3 Presentation Slides Chapter 3 Assignments  Chapter 3 Skills  Chapter 3 Quiz |  | Chapter 3 Training Bulletin  Complete Chapter 3 quiz    10 Minute Demonstration Video |
| **Chapter 4**  1/22-29  1/23 1800 online  Communication Skills | Chapter 4 Overview  Chapter 4 Reading  Chapter 4 Presentation Slides Chapter 4 Assignments  Chapter 4 Skills  Chapter 4 Quiz | <https://www.firehouse.com/prevention-investigation/article/10570866/the-importance-of-interpersonal-communication-skills-in-your-fire-department> | Chapter 4 Training Bulletin  Complete Chapter 4 quiz |
| **Chapter 5**  1/29-2/5  Using Lesson Plans | Chapter 5 Overview  Chapter 5 Reading  Chapter 5 Presentation Slides Chapter 5 Assignments  Chapter 5 Skills  Chapter 5 Quiz | <https://www.youtube.com/watch?v=MD3VNkxC6AI> | Chapter 5 Training Bulletin  Complete Chapter 5 quiz |
| **Chapter 6**  2/5-12  2/6 1800 online  Technology in Training | Chapter 6 Overview  Chapter 6 Reading  Chapter 6 Presentation Slides Chapter 6 Assignments  Chapter 6 Skills  Chapter 6 Quiz |  | Chapter 6 Training Bulletin Complete Chapter 6 quiz |
| **Chapter 7**  2/12-19  Training Safety | Chapter 7 Overview  Chapter 7 Reading  Chapter 7 Presentation Slides Chapter 7 Assignments  Chapter 7 Skills  Chapter 7 Quiz | <https://www.youtube.com/watch?v=NgQ5gOPZFoQ&list=PLAGp6aDc1KtcLfudk9GEODKHSAbJXYPx2>  <https://www.youtube.com/watch?v=F9QUi9G6taU&list=PLAGp6aDc1KtcLfudk9GEODKHSAbJXYPx2&index=2> | Chapter 7 Training Bulletin Complete Chapter 7 quiz    20 Minutes Lecture Video |
| **Chapter 8**  2/12-19  2/20 1800 online  Evaluating the Learning Process | Chapter 8 Overview  Chapter 8 Reading  Chapter 8 Presentation Slides Chapter 8 Assignments  Chapter 8 Skills  Chapter 8 Quiz |  | Chapter 8 Training Bulletin  Complete Chapter 8 quiz |
| **Final Exam**  **Student Evaluation** |  |  | Pass with minimum 70%  Complete Evaluation |
| **Optional for State Certification:**  **20 Min Lecture and State FSI1 Written test** | This will be scheduled for an in-person testing of all students. |  |  |